

GEORGIA INSTITUTE OF TECHNOLOGY
ENGINEERING EXPERIMENT STATION

PROJECT INITIATION

Date: July 28, 1975

Project Title: Increasing Civic Understanding of Effective Community Economic Development

Project No.: B-452

Project Director: W. G. Dodson

Sponsor: Georgia Community Continuing Education Service; Athens, Ga. 30602

Agreement Period: From June 9, 1975 Until May 31, 1976

Type Agreement: Grant-Letter dated 6/9/75 (Sponsor Proposal No. 75-008-013)

Amount: \$6,000* *Includes \$4,000 Federal Funds & \$2,000 EES Matching Funds

Reports Required: as appropriate

Sponsor Contact Person:

Mr. Bradley C. Courtenay
Training Coordinator
Georgia Community Continuing Education Service
University of Georgia
Athens, Georgia 30602
Phone: (404) 542-5382

Assigned to: Industrial Development Division

COPIES TO:

Project Director

Director, EES

Director, ORA/GTRI

Assistant Director

Division Chief

EES Accounting

Patent Coordinator

EES Supply Services

Photographic Laboratory

~~Security-Reports-Property Office~~

General Office Services

Library, Technical Reports Section

Office of Computing Services

Project File

Other Sue Corbin; Bonnie Wettlauffer

RA-3 (3-75)

GEORGIA INSTITUTE OF TECHNOLOGY
OFFICE OF CONTRACT ADMINISTRATION
SPONSORED PROJECT TERMINATION

Date: August 30, 1976

Project Title: "Increasing Civic Understanding of Effective Community Economic Development"

Project No: B-452

Project Director: W. G. Dodson

Sponsor: Georgia Community Continuing Education; Athens, Georgia

Effective Termination Date: 5/31/76 (Grant Expiration)

Clearance of Accounting Charges: 5/31/76

Grant/Contract Closeout Actions Remaining:

- ☒ Final Invoice ~~XXXXXXXXXXXXXXXXXXXX~~
☐ Final Fiscal Report
☐ Final Report of Inventions
☐ Govt. Property Inventory & Related Certificate
☐ Classified Material Certificate
☐ Other _____

Assigned to: Economic Development Laboratory (School/Laboratory)

COPIES TO:

Project Director
Division Chief (EES)
School/Laboratory Director
Dean/Director-EES
Accounting Office
Procurement Office
Security Coordinator (OCA)
Reports Coordinator (OCA)

Library, Technical Reports Section
Office of Computing Services
Director, Physical Plant
EES Information Office
Project File (OCA)
Project Code (GTRI)
Other _____

COMPLETION REPORT
TITLE I (HEA) PROJECT ACTIVITY ACTIVITY FORM

1. Project Title:
Increasing Civic Understanding of Effective Community Economic Development
(75-008-013)
2. Location of Project:
Dahlongega, Georgia
3. Primary Institution of Higher Education:
The Georgia Institute of Technology
Atlanta, Georgia
4. Cooperating Institutions of Higher Education:
North Georgia College
5. Project Director (Name, Title and Address)
Winfred G. Dodson, Head
Urban Development Services
Economic Development Laboratory
Engineering Experiment Station
Georgia Institute of Technology
Atlanta, Georgia 30332
6. Identify the Community Problem

I. Categorize the project in terms of problem area. (Check one)

- | | |
|--|--|
| <input type="checkbox"/> Government | <input type="checkbox"/> Crime/Law Enforcement |
| <input type="checkbox"/> Housing | <input type="checkbox"/> Health |
| <input type="checkbox"/> Poverty | <input checked="" type="checkbox"/> Economic Development |
| <input type="checkbox"/> Transportation | <input type="checkbox"/> Human Relations |
| <input type="checkbox"/> Environmental Quality | <input type="checkbox"/> Personal Development |
| <input type="checkbox"/> Youth Opportunities | <input type="checkbox"/> Education/School Systems |
| <input type="checkbox"/> Recreation | <input type="checkbox"/> Community Development |
| <input type="checkbox"/> Employment | <input type="checkbox"/> Land Use |
| | <input type="checkbox"/> Other |

- II. Describe the community problem. The description need not be lengthy but should be specific and clearly stated. Most of the smaller nonmetropolitan towns in Georgia do not have professional talents readily available to promote economic growth required to provide continued economic viability. Since these communities must rely on trained volunteers furnished through citizen participation in economic development processes, it is imperative that local leaders develop an understanding of civic processes needed to guide the community toward effective economic development goals. Further, it is essential that the community's youth be prepared to assume leadership roles as they become adults in the community.

7. Describe the Specific Objectives of the Project:

The relationship of the objectives to the problem must be shown and the achievement of these objectives must be measurable.

The objectives of this project are: (1) to further test the validity and usefulness of the current program by conducting sessions in an area of differing environmental circumstances; (2) to reinforce the knowledge imparted during the current program through the conduct of clinics for target audience involved in the program; (3) to continue to accomplish the objectives established for the current program which are: (a) to increase the understanding of citizens in new communities with the principles and practices of economic development at the community level; (b) to engender citizen involvement and participation in community development processes; (c) to assist in the identification of new and emerging leadership in the target communities; (d) to provide inputs into secondary social science programs that will furnish youth an opportunity to (continued on the attached page)

8. Project Operations

I. What was the primary type of activity? (Check one)

- | | |
|--|--|
| <input type="checkbox"/> Course | <input type="checkbox"/> Mass Media |
| <input type="checkbox"/> Conference | <input type="checkbox"/> Radio |
| <input checked="" type="checkbox"/> Workshop/Seminar | <input type="checkbox"/> Television |
| <input type="checkbox"/> Research | <input type="checkbox"/> Other (specify) |
| <input type="checkbox"/> Technical Assistance | <input type="checkbox"/> Information Dissemination |
| <input type="checkbox"/> Counseling (Personal) | (i.e. publications, pamphlets, manuals) |
| | <input type="checkbox"/> Other (specify) |

II. Describe the project content, method, and materials employed, the personnel involved, and where applicable, the frequency of duration of sessions.

The program consisted of preliminary meetings with school officials and PTA officials; a four-hour workshop; guest presentations at PTA meetings; and development of student-teacher classroom projects.

The seminar/workshop presentation included structured discussions and question and answer periods, supplemented where appropriate with work problems, printed materials for distribution, and visual aids.

Materials utilized in the seminar/workshop presentation included a color slide presentation on community development utilizing a selected Georgia community; a one-page handout "What 100 Extra Jobs Mean to a Community" and an outline of the suggested content of an "Economic Profile of Your County."

(Continued from page 2)

make a contribution in their community; (e) to strengthen social science programs in selected colleges through practical applications in a real world situation; (f) to strengthen the theoretical base of applied community economic development.

9. Project Accomplishments

A. Evaluation

- I. Discuss the nature and the findings of the project evaluation. Include an assessment of the project's success in meeting its specific objectives (see #7). In addition, comment on what you see as the reasons for the success or failure of the project. Did the project reach the anticipated target group? Was the level of participation as high as was projected? What outcome is most worthy of dissemination to other states and institutions of higher education?

See Attachment One

- II. Will the program itself continue beyond this period of Title I funding? If so, under what sponsorship or support? (Check one)

<input type="checkbox"/> Continued under Title I	<input type="checkbox"/> Accomplished purpose, no further plans
<input type="checkbox"/> Continued with other Federal funding	<input type="checkbox"/> Unsuccessful, no further funding
<input type="checkbox"/> Continued with non-Federal funds	<input type="checkbox"/> Other (specify)

The program will continue within the public schools of the target community and its surrounding counties as a part of the Social Science and business course structure, or curriculum. There will continue to be periodic assistance from local college faculty members. Future funding will be from local school tax monies.

B. Relative to Institution(s) of Higher Education

Indicate the impact of the project upon on-going program(s) of participating colleges and universities. Have changes occurred, or are they anticipated, in the organization, curriculum, budget, community service program, or other aspects of the institution(s)? Describe any planned or unexpected "spin-offs" involving additional funds or activities generated:

This project complements the ongoing community and area development programs carried on by Georgia Tech's Economic Development Laboratory.

It is anticipated that programs of the participating college in the target community will change through the addition of periodic assistance rendered to local high school teachers.

C. Relative to the Community

Specify the extent and the nature of the involvement in the project of community leaders, citizens, public and private agencies, and state and local government. Were they, for example, involved in the initiation of the proposal and/or the planning and development of the project? Have any new community agencies, organizations or groups been established as a result of this project? Has the community service capability of existing agencies and organizations been increased? If so, please describe:

Community leadership involvement in the project was fairly broad-based. Leaders from the business community and from education were involved in the local planning and execution of the workshop. While no new community agencies have been formed, existing resources at the college now have a wider utilization, and to this extent the community service capability of existing agencies has been increased. College faculty members are now involved in assisting high school faculty in the area with the teaching of community development concepts in the public schools.

10. Geographic area served by the Project (Check one)

☐ Urban ☐ Metropolitan ☐ Suburban
☒ Rural ☐ Statewide ☐ Other (specify)

11. Prior History of the Project (Check one)

☐ New Report ☐ Expansion or improvement
☒ Continuation of CSCE Project of a non-CSCE project
☐ Revision of CSCE Project ☐ Other (specify)

12. Faculty Involvement (List the faculty members involved in the project, the nature of their activity, their academic discipline, and the percentage of their time spent on the project.)

<u>Faculty</u>	<u>Activity</u>	<u>Discipline</u>	<u>% of Time</u>
Winfred G. Dodson	Project Director	Urban Planning and Economic Development	10
Robert B. Cassell	Speaker and Resource	Economic Development	1
Kay Powell	Speaker and Resource	Economic Development	1
Dr. John Pearce	Workshop Director and Speaker	Economics	4
Dr. J. F. Hodges	Speaker and Resource	Economics	2
Eric O. Berg	Speaker and Resource	Economic Development	3

13. Student Involvement (If applicable, indicate the nature of student involvement in the project as well as the number of students engaged in each activity.) N/A

A. Instructors D. Researchers/Data Collectors
 B. Interns E. Other (specify in each instance)
 C. Consultants (Tech. Assistance)

Activity No. of Students

14. Demographic Data

Demographic data on all actual participants should be collected and reported for each project. The data should be summarized in terms of sex, age, education and occupation. In addition, a brief narrative of the general characteristics of the participants should be included (i.e. were they city councilmen, upper level managers, housewives, etc? Were they the group for whom the project was intended?)

I. Demographic Summary:

	Males <u>12</u>	Females <u>5</u>
<u>A. Age</u>		
Under 21:		
21-35:	<u>1</u>	<u>2</u>
36-55:	<u>8</u>	<u>3</u>
Over 55:	<u>3</u>	
<u>B. Educational Level</u>		
Elementary:		
Junior High School:		
High School:	<u>1</u>	
College below baccalaureate:		
Baccalaureate:	<u>2</u>	<u>3</u>
Graduate or Professional:	<u>9</u>	<u>2</u>
<u>C. Occupational Classification</u>		
Professional:	<u>9</u>	<u>5</u>
Semi-Professional:		
Skilled:	<u>1</u>	
Semi-Skilled:		
Unskilled:		
Other (specify):	<u>2</u>	
<u>D. Number of Participants by Ethnic Minority Served:</u>		
a. American Indians	<u>0</u>	
b. American Orientals	<u>0</u>	
c. American Negroes	<u>0</u>	
d. Mexican Americans	<u>0</u>	
e. Cubans	<u>0</u>	
f. Puerto Ricans	<u>0</u>	

II. Narrative Description:

Workshop participants were community leaders in the areas of business and education. The bulk of attendees at the workshop were teachers at the high school level; however, there were also attendees from the chamber of commerce and from local business who served as resource people. PTA representatives were also invited to the workshops; however, their participation was largely confined to the preplanning phase of the workshop.

15. Major Evaluation Procedure:

- X a. Participant reactions
- b. Administration of pre and post tests to participants
- c. Staff appraisal of changed group practices
- X d. Other (specify) Development of student projects.

16. Project Materials [Describe the materials produced for and by the project (i.e. curriculum materials, films, etc.) and indicate whether copies are available for dissemination.]

Materials utilized in the workshop included:

1. A 35mm color slide presentation on community development in Millen, Georgia, available from the Augusta Area Office, Economic Development Laboratory, Engineering Experiment Station, Georgia Tech, 624 Greene Street, Augusta, Georgia 30902.
2. A one-page handout "What 100 Extra Jobs Mean to a Community," available from Nations Business, 1615 H Street, N. W., Washington, D. C. 20006.
3. A one-page handout "Economic Profile of Your County," available from Dr. John F. Pearce, School of Business, North Georgia College, Dahlonega, Georgia 30533

17. Express your judgment on the relationship of this project to the overall State program of Community Service and Continuing Education. (Title I, HEA)

Comprehensive community development is dependent on the knowledge and understanding of community citizens of civic affairs as related to contemporary events and problems of the larger community of the state and the nation. Meaningful programs in this problem area will require experimentation on the part of colleges and universities if they are to be prepared to cope with problems at a later time. This project, "Increasing Civic Understanding of Effective Community Economic Development," is aimed at coordinating efforts of local PTA's and the business and industrial community with those of the college community to provide for the teaching of economic development concepts in the public schools. In this context, local colleges are given an opportunity for experimentation while at the same time providing the community an opportunity to expand its educational function to include giving its youth a foreknowledge of the economic development, or community development, process. Understanding of the process will better prepare local youth later to take a leadership position in the area of community development wherever he, or she, may be living.

Attachment 1
PROJECT ACCOMPLISHMENTS EVALUATION

(Item 7)

Generally, the project determined that there was a need for a community development orientation in economics classes in the area served by the workshop.

The project has sparked utilization of annual student classroom projects in schools in the Dahlonega area as a means of teaching economics and teaching about community development. Prior to the project no such program existed, and apparently little or no attention was paid to community development dynamics.

The project has brought to the attention of faculty members at North Georgia College the importance of a continued economic development effort in the community and the importance of early leadership development in the community through teaching community development concepts in the public schools.

Although the project was oriented toward increasing understanding of community economic development through local PTAs involved outside of, perhaps, officers of PTAs. The greatest interest appeared to come from the teachers themselves and from local businessmen involved in our workshops.

Although it is far too soon to tell what the full impact of the program will be, in the short run, it has been successful. Based on evaluations made through workshop observation and on feedback from participants, it appears that objectives 1, 2, and 3 were met. The successful attainment of objective 3c is somewhat doubtful, at least in the short run. The identification of new and emerging leadership in the target community, or any community, takes time and somewhat careful observation by someone involved in the process. To date a mechanism has been established through which we can observe and analyze (i.e., annual student projects directed by classroom teachers and supervised to some degree by faculty from a local college or university.) In time, it will be possible to identify potential local leadership through the student project mechanism.

Based on results on the workshop and follow-up activity, objectives 1 and 2, involving increased citizen understanding and engendering citizen involvement, have been attained.

Objective 3d, providing inputs into secondary social science programs, has been very successfully attained in the short run, and it appears at this time that these inputs will become a permanent part of social science courses in local schools. The success of objectives 3b and 3c are tied in with that of objective 3d. Strengthening of the theoretical base of applied community economic development, objective 3b is already under way through student projects and the strengthening process will continue to grow as more projects are undertaken each year and as there is continued college faculty interaction with students and teachers.

Attachment 2
WORKSHOP AGENDA
North Georgia College
February 23, 1976

COMMUNITY ECONOMIC DEVELOPMENT WORKSHOP

North Georgia College

February 23, 1976

- 5:15 - 5:30 Introduction and Purpose - Dr. John Pearce
- 5:30 - 6:15 Industrial and Community Development - Southeast, Georgia, and Northeast Georgia by Georgia Tech Economic Development Laboratory staff: Robert Cassell, George Dodson, and Eric Berg
- 6:15 - 7:15 Dinner - Student Center Cafeteria
Dinner speaker - Dr. Frank Hodges, "Economics Foundation in Georgia."
- 7:15 - 7:40 Industrial and Community Development (continued)
- 7:40 - 8:05 Louisville Case Study - Kay Powell
- 8:05 - 8:30 Land Use Planning - Dr. Don Kinkaid
- 8:30 - 9:05 Group 1 seminar for PTA, government and business representatives conducted by Georgia Tech staff.
Group 2 seminar for educators conducted by Hodges and Pearce
- 9:05 - 9:15 Summary and Reflection

Attachment 3

REGISTRATION AND EVALUATION FORMS FOR THE WORKSHOP

REGISTRATION

Community Economic Development Workshop

NAME _____ Social Security No. _____

ADDRESS _____
(St., R.F.D., or Box) (City) (State) (Zip)

OCCUPATION _____

SEX: Male _____ Female _____ RACE _____

AGE: Under 21 _____ 21-35 _____ 36-55 _____ over 55 _____

EDUCATIONAL LEVEL: 8th grade or less: _____ High School _____

College: _____ Advanced Study _____

INCREASING CIVIC UNDERSTANDING OF EFFECTIVE COMMUNITY ECONOMIC DEVELOPMENT

Workshop Evaluation

Complete the following sentences:

1. Probably, the greatest single benefit I derived from this workshop was _____

2. The subject discussed that made the biggest impression on me was _____

3. I would really like to know more about _____

4. I was disappointed that you did not have more time for _____

5. If my fellow professionals ask me about this workshop, I think I would say _____

6. If I were planning this type of workshop, I would _____

7. As a follow-up to this workshop, it's my opinion that _____

Attachment 4

WORKSHOP HANDOUT: WHAT 100 EXTRA JOBS MEAN TO A COMMUNITY

What 100 Extra Jobs Mean to a Community

SIDC

Bonus mailing resulting from our
informational/educational program

A new study analyzes the ripple effect of
benefits to an area when employment rises

Cullman County, population 52,700, sits on the Cumberland Plateau in a scenic corner of Alabama, near the Arkadelphia Mountains and the swift Black Warrior River.

Its history as a county goes back to 1873.

That was when Col. John G. Cullmann, a German immigrant who dreamed of building a colony of his countrymen, bought the 5,400 square miles that make it up from the Louisville and Nashville Railroad.

But Cullman (one "n" was dropped with the passage of time) County has more than scenery and history going for it.

For example, timber, coal and inexpensive Tennessee Valley Authority power. Most of all, it has an energetic, ambitious work force and a determination to see all gainfully employed.

Between 1960 and 1970, it persuaded more than a score of companies to locate there. After arriving, many have expanded their operations—some, several times.

The result: Rises in incomes, retail sales, bank deposits, population and school enrollment.

Cullman is one of 10 counties pri-

marily rural until the '60s in which the economic impact of new jobs was measured by the Economic Analysis and Study Group of the Chamber of Commerce of the United States. The research brings up-to-date studies by the Chamber in 1954 and 1962.

It shows that every new 100 factory workers in such counties means also:

- Personal income—up \$1,036,000 yearly.
- One more retail establishment.
- Retail sales—up \$565,000 per year.
- Bank deposits—up \$490,000.
- Nonmanufacturing jobs—up 68.
- Population—up 351, including 97 more families.
- School enrollment—up 79.

The new study has two parts. One compares changes in 10 rural counties which industrialized between 1960 and 1970 with 10 counties which did not. The other part studies metropolitan areas, measuring economic changes accompanying increases in total employment—both manufacturing and nonmanufacturing.

In addition to Cullman, the counties which industrialized were Benton, Ark.; Montgomery, Ky.; McLeod, Minn.; DeSoto, Miss.; Hall,

Nebr.; Wayne, N.C.; Florence, S.C.; Johnson, Tenn.; Hopkins, Texas.

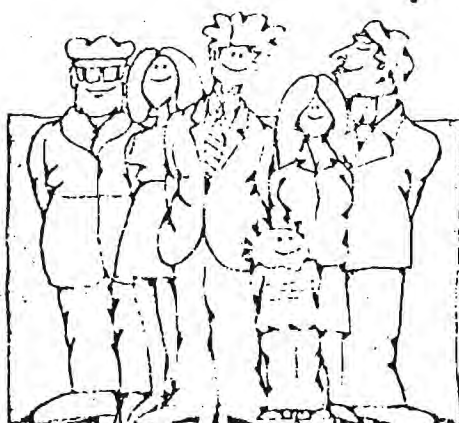
Population increased a total of 56,796 in these counties, but dropped 23,989 in the counties which did not industrialize.

Criteria for choosing counties for study were: Manufacturing employment in 1970 more than double that of 1960; over 1,000 more manufacturing employees in 1970 than in 1960; manufacturing employment in 1970 more than 20 per cent of total employment; major employment change between 1960 and 1970 an increase in manufacturing jobs; and the county neither part of, nor adjacent to, a metropolitan area.

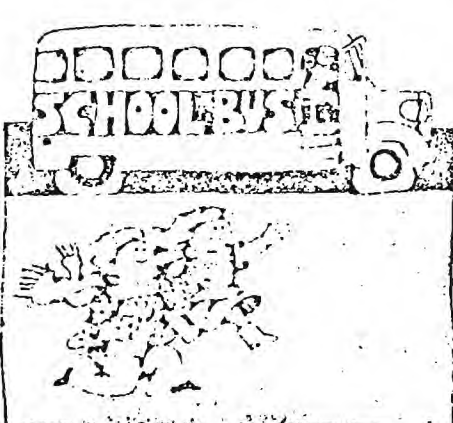
Identical results from industrial growth cannot be expected in all communities. Economic effects will depend on many factors, including the type of factory, characteristics of the labor force, wage scale of the factory, and the nature, size and utilization of community facilities.

If the community has unused labor supply, buildings and other resources, there will be less impact than if its resources already are fully utilized.

The metropolitan area portion of



351 More People



79 More Schoolchildren



\$1,036,000 More
Personal Income Per Year

the study compared economic changes in 127 areas having employment growth (both manufacturing and non-manufacturing) of from 20 per cent to 125 per cent between 1960 and 1970 with 127 areas having less growth—from an 8.8 per cent loss to a 20 per cent gain.

In the metropolitan areas with more than 20 per cent employment growth, an increase of 100 jobs means gains like these:

- Personal income—up \$872,000 yearly.
- Two more retail establishments.
- Retail sales—up \$395,000 per year.
- Bank deposits—up \$481,000.
- Population—up 245, including 69 families.
- School enrollment—up 80.

Rural areas studied show greater gains, but that does not mean the employment impact is less in cities. The differences are due largely to differences in concept between the two portions of the study.

When a rural area industrializes, a visible relationship exists between increased manufacturing employment and greater nonmanufacturing employment for teachers, sales clerks, doctors and so on. In the rural coun-

ties, all economic changes are attributed to the increase in manufacturing employment.

In metropolitan areas this relationship is less definite.

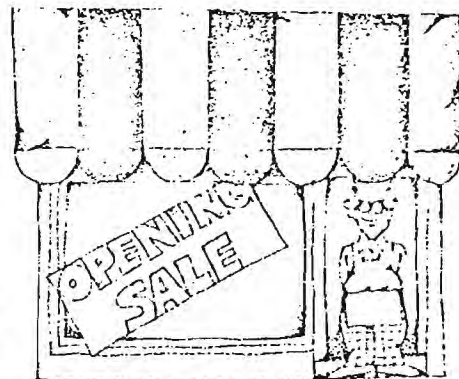
Industrial growth, with its higher incomes, increased markets and higher tax revenues, has long been welcomed in the United States and most other countries. However, in recent years, we have come to realize that sometimes it also brings jammed highways, foul air, polluted water, smog and other undesirable effects on our environment. As a result, some areas have passed laws to restrict growth, through strict controls on land use and pollution.

This study, contained in a booklet entitled "What New Jobs Mean to a Community," does not say whether growth is good or bad. But economic growth will be needed if the quality of life is to continue to improve.

The real issue is not growth or no growth, but rather the kind of growth, especially its quality.

Information on the booklet can be obtained from Economic Analysis and Study, Chamber of Commerce of the United States, Washington, D.C. 20006.

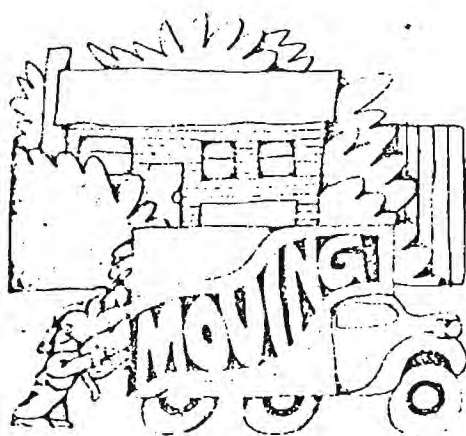
—FRED D. LINDSEY



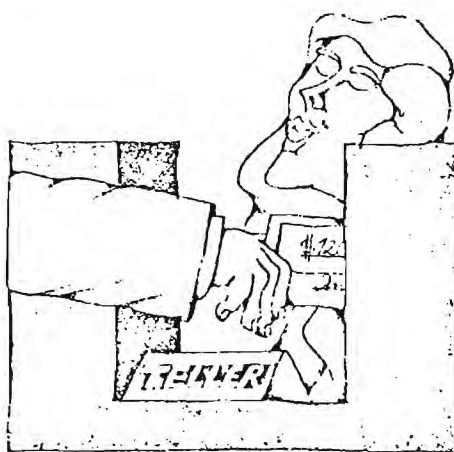
One More Retail Establishment



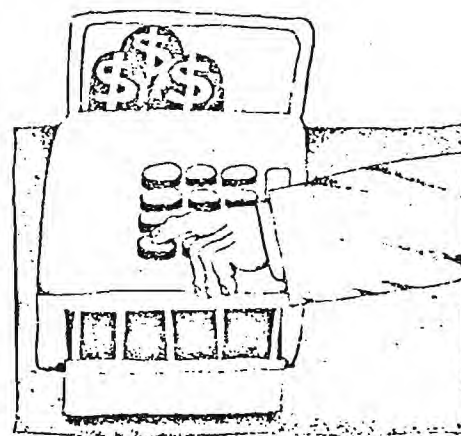
68 More Employed
in Nonmanufacturing Jobs



97 More Families



\$490,000 More Bank Deposits



\$565,000 More Retail
Sales Per Year

REPRINTS may be obtained from NATION'S BUSINESS, 1615 H St. N.W., Washington, D. C. 20006. Price: 1 to 49 copies, 35 cents each; 50 to 99, 30

cents each; 100 to 999, 17 cents each; 1,000 or more, 14 cents each. Please enclose remittance with order.

Attachment 5

WORKSHOP HANDOUT: ECONOMIC PROFILE OF YOUR COMMUNITY

SUGGESTIONS

Economic Profile of Your County

- I. Interview community leaders and others to find out community needs and how to improve the quality of life.
- II. Learn the work or function of:
 - Industrial authority
 - Town Council
 - Chamber of Commerce
 - Civic Clubs
 - Supt. of Schools
 - Governmental officers
 - Planning Commission
 - Law Enforcement
 - Family & Children Services
- III. Find out:
 - Hotel accommodations
 - Eating establishments
 - Agricultural products
 - Banking services
 - City services - County services
 - City taxation and expenditures - County taxation and expenditure
 - New industry in past 5 years
 - Population - labor supply
 - Educational opportunities
 - Employment opportunities
 - Land use planning
 - Zoning
 - Building codes
 - Importance of larger firms
 - Extent of police protection
 - Extent of fire protection
 - Insurance services
- IV. Survey:
 - Where people buy groceries
 - Where people dine out
 - Current home construction
 - Opinions regarding Hwy. 400
 - Opinions regarding town beautification
 - Opinion about schools
 - Opinions about road system
 - Out-shopping: Count number of cars from county in
Gainesville shopping centers on Friday & Saturday
- V. Interview:
 - Old timers about how things used to be
 - Aspirations of the mayor
 - Editor of newspaper regarding growth and change

Attachment 6
WORKSHOP PREPLANNING AND FOLLOW UP

TITLE I: Increasing Civic Understanding of Effective
Community Economic Development

Local Director: Dr. John F. Pearce, Callaway Professor of Economics,
North Georgia College, Dahlonega, Ga. 30533

School systems in three small northeast Georgia Counties were contacted for the purpose of participating in the Title I project. They were Dawson, Lumpkin, and White Counties. White County declined the invitation because they were in the middle of a self-study for accreditation purposes. Total Social Studies teaching staff in the three counties was approximately 12. Each county had a PTA in their respective school systems.

In Dawson and Lumpkin Counties, approximately 37 PTA officers and parents, selected community leaders, and Social Studies teachers were invited to a workshop which was held at NGC on February 22, 1976. Sixteen people registered the night of the workshop. Program personnel included Frank Hodges, Eric Berg, Kay Powell, Bob Cassell, Newton Oakes, John Pearce, and George Dodson.

Teachers from both school systems were asked to involve their students in a project designed to develop an economic profile of their community. The results were to be presented at a PTA meeting. In Dawson County, Mrs. J. T. Wilson, involved one of her classes in an economic study of the community but the local PTA cancelled the remaining PTA meetings when the principal resigned, so no PTA presentation was made. Continuing efforts include a possible PTA program next year and speaking engagements in the classroom.

In Lumpkin County, a follow-up program was presented to the local PTA on April 15. The program was presented in three parts:

- (a) A student survey of adult opinion regarding the possible construction of a Corps of Engineers dam on the Chestatee River in Lumpkin County - presented by a secondary school student.

- (b) A teacher's views on teaching economic development in the classroom - presented by a Social Studies teacher.
- (c) Trends in Economic Education and Economic Development locally and in Georgia - presented by Dr. Pearce.

In addition, one Lumpkin County Social Studies teacher invited Dr. Pearce to speak on the role of the Chamber of Commerce in a community's economic development. Also one teacher has had her students interviewing community leaders to foster the student's economic understanding of his community.

Although a choice to bring the Title I project into small school systems did not reach large numbers of people, it is felt that real progress has been generated to raise the awareness level of teachers, students and community leaders with regard to community development and understanding.